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The JOURNAL of GEOGRAPHY

VOLUME XXVI FEBRUARY, 1927 NUMBER 2

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Here man has set a structure in architectural harmony with a beautiful forest-clad valley enclosed by towering cliffs and snow-capped peaks.

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THE JOURNAL OF GEOGRAPHY

A MAGAZINE FOR SCHOOLS

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VOLUME XXVI FEBRUARY, 1927 NUMBER 2

THE GEOGRAPHIC REGIONS OF THE PHILIPPINE ISLANDS

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School of Business
Columbia University

The Philippine Islands may be divided into four geographic regions: first, a region of general farming; second, a coconut region; third, an abaca region; and fourth, a mountain region. With the exception of the abaca region, the northern boundary of which is defined by the southern limit of the typhoon belt, the location of these regions depends more on topography and nearness to the sea than upon climate, and we find no general similarity between the climate and regional maps of the Philippines.

The temperature is surprisingly regular thruout the Archipelago. Observations from fifty stations of the Philippine Weather Bureau, covering the period from 1903 to 1918, excluding the few stations at a high altitude, show normal average temperatures that all fall between 78° and 83° Fahrenheit.[1] On the basis of rainfall distribution, the Islands are divided into four regions.[2] The first region, found on the western side of the western islands, has two pronounced seasons, a dry season in winter and a wet season in summer and autumn. The rainfall is cyclonic, and is due to the typhoons which occur during the summer and autumn season.

Region two, situated on the eastern side of the eastern islands, has no dry season, but a very pronounced maximum of rain in the winter due to the northeasterly air currents which come directly from the Pacific during the winter months. The third and fourth regions, extending from north to south thru the center of the Archipelago, are intermediate between the preceding two, one approaching more the first because of its distinct wet and dry seasons, and the other resembling the second because it has no dry season.

[1] Jose Coronas, Climate and Weather of the Philippines, p. 26. Manila Bureau of Printing, Manila. 1920

[2] See rainfall map and charts, Figures 1 and 2.

THE GENERAL FARMING REGION

The first geographic region, the general farming section,[3] is composed of the two large lowland sections of Luzon, the Great Central Plain and the Cagayan Valley, several smaller lowland areas on the same island, and the lowland sections of Panay, Negros, and Cebu.[4] In these lowland regions, all of which have abundant rainfall, we find a variety of crops. Rice or corn is grown for food, and the land is also used to produce sugar or tobacco, or in the case of the Central Luzon Plain, both. In the production of rice, a system of small irrigated fields is followed, the water supply for the irrigation depending almost entirely on the rain. The Government is now planning large irrigation systems which will bring into cultivation large areas not now farmed.

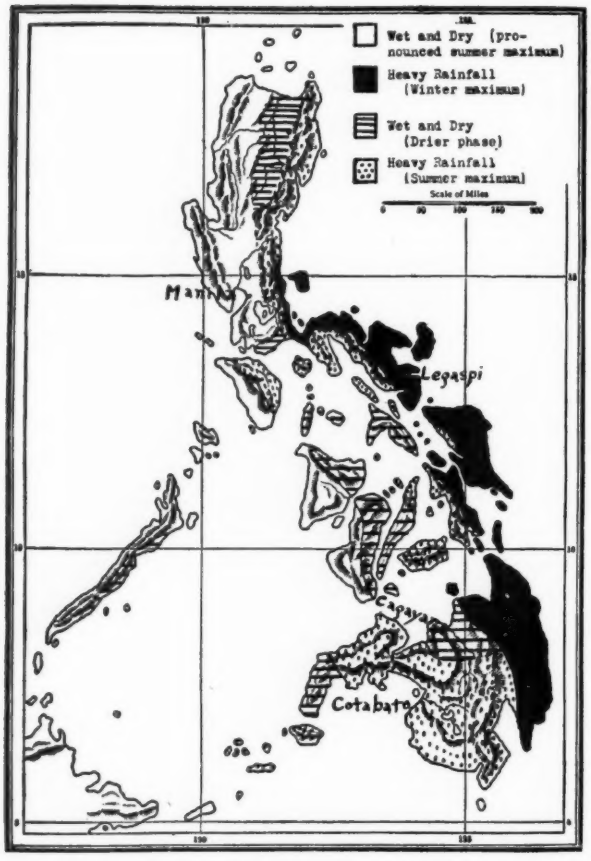

Fig. 1. Distribution of rainfall

Altho two and sometimes three crops of rice are produced each year in a few localities of the Philippines, most of the land is required to grow only one crop and remains idle during the rest of the year. The average yield per acre is now more than 600 pounds,[5] larger crops being produced only in very favorable local-

[3] See map of geographic regions, Figure 3.

[4] See place map, Figure 4, for location of all places mentioned.

[5] Leonard Wood, Annual Report of the Philippine Islands for 1924 to Secretary of War, p. 651

ities, as in the Candaba Swamp in the southern part of the Central Plain, or on very fertile and well cultivated fields of sedimentary soil.

Rice is produced in most of the Islands, but the great producing area is in the Central Plain of Luzon. The Island of Panay ranks second. Altho the production of rice is increasing, it is insufficient to meet the Philippine demand, and one of the chief imports of the Islands is rice, which is obtained from Saigon, French Indo-China. This import is largely due to the fact that great areas of public land suitable for rice production remain uncultivated. Other causes of this importation of rice are the lack of a sufficient number of farm animals, the lack of irrigation systems, and the increasing production of export crops. The last cause is borne out by the fact that the main importing areas are those which are using less and less land for the production of rice, and more and more land for the production of the commercial crops in which they excel, sugar, tobacco, coconut, and abaca, the four staple exports of the Philippine Islands. Even so, rice is still the most valuable crop produced in the Archipelago, its value in 1924, $86,000,000, being over 60 per cent greater than the value of sugar, its nearest competitor.[6]

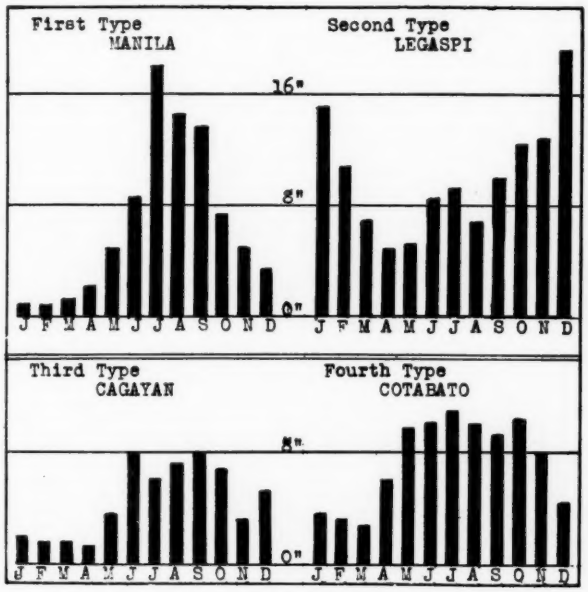
First Type
MANILA
Second Type
LEGASPI
16"
8"
0"
J F M A M J J A S O N D J F M A M J J A S O N D
Third Type
CAGAYAN
Fourth Type
COTABATO
8"
0"
J F M A M J J A S O N D J F M A M J J A S O N D

Fig. 2. Types of rainfall

Corn is the second most important cereal produced in the Philippines. While it is raised generally, it is the leading food product in Cebu, Eastern Negros, Bohol and other regions with a

[6] Leonard Wood, Annual Report of the Philippine Islands for 1924 to Secretary of War, p. 17.

soil resulting from decomposing coralline limestone and unsuited to rice cultivation, and in the tobacco region of the Cagayan Valley. It is possible to produce three crops of corn in the Philippines, and in all districts where corn is the chief food, at least two crops are raised. Corn is planted in no particular month; in fact, in some districts some corn is harvested every month in the year. As with rice, the yield varies greatly. In the Islands the corn is eaten as a porridge, mixed with rice, or roasted on the cob. It is also fed to some extent to the poultry, hogs, and stock, and is used as a source of alcohol.

Sugar is the most important export crop produced in the Philippine Islands. In 1924 the value of the sugar crop was about $53,000,000.[7] Essential as is this commodity to the Philippine people, it is still produced by the most antiquated methods. Fertilizers are seldom used in its cultivation and consequently, from necessity, the long used land is allowed to lie fallow for from one to three years.

The cane is cut with bolos and transported to the mills over light tramways, the rails of which are easily moved from place to place and the cars of which are propelled by bullocks, carabaos, or men. In Negros, the most important sugar producing area, most of the mills are run by steam generated by burning the dried stalks from which the juice has been extracted. A few mills are run by water power, and a few others by animal power. The steam mills treat from 50 to 60 metric tons of sugar per day. On the average, 75 per cent of the sugar content is obtained, the balance remaining in the stalk.

In central Luzon conditions are even more primitive. The percentage of steam mills is a great deal smaller and many animal-power mills are used, some of them equipped with wooden rollers. Stone mills are employed in many localities and, where the cane is pressed in very small quantity, a crusher, consisting of a log weighted with stones and swinging in the grooves of wooden horses, crushes the cane. One line of open kettles is used and consequently the sugar is not boiled as dry as in Negros. It is packed in pilons, earthen vessels tapering to the bottom thru a hole in which the molasses gradually escapes. This system allows partial refining of the sugar in a crude way, and since the molasses ob-

[7] Leonard Wood, Annual Report of the Philippine Islands for 1924 to Secretary of War, p. 17

tained has a high sugar content it is a valuable by-product. The Negros method of producing sugar has recently gained a foothold in Luzon and will be followed to a greater extent in the future. Most of the better grades of Philippine sugar enter the United States.

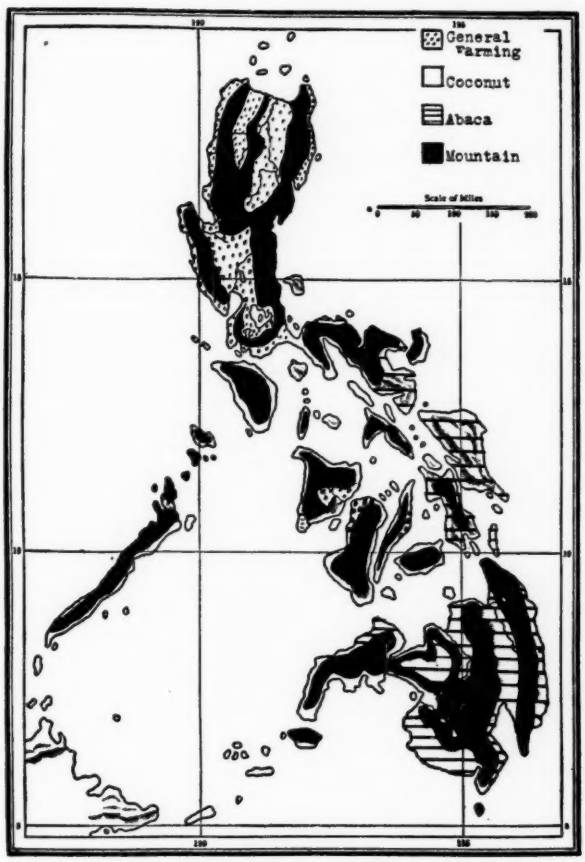

Fig. 3. Geographic regions

Adjoining the Mountain Province in the northeast corner of Luzon are the Provinces of Cagayan, Isabela, and Nueva Vizcaya forming what is known as the Cagayan Valley which is from two to fourteen miles wide and thru which flows the Cagayan River. The river is about 160 miles long and navigable by inter-island steamers for 25 miles. During the rainy season it rises to a height of forty feet, inundating all the lowlands. This overflow never fails and it always leaves on the valley floor a deposit of rich alluvial loam, renewing the fertility of the entire valley and making this region the finest tobacco country in this part of the world.

In the northern part of the Cagayan Valley little tobacco is grown and that of an inferior grade, but with distance up the river the quality gradually improves until in the southern part of Isabela Province the best quality of leaf is grown. This may be explained by the fact that the lower part of the valley, lying in proximity to the ocean, receives the sea breeze from which the young plants absorb a certain amount of chlorine and are injured

as to burning qualities, flavor, and aroma. Since Isabela Province lies further in the interior, surrounded by mountains which exclude the sea air, the several good qualities of the tobacco are not impaired.

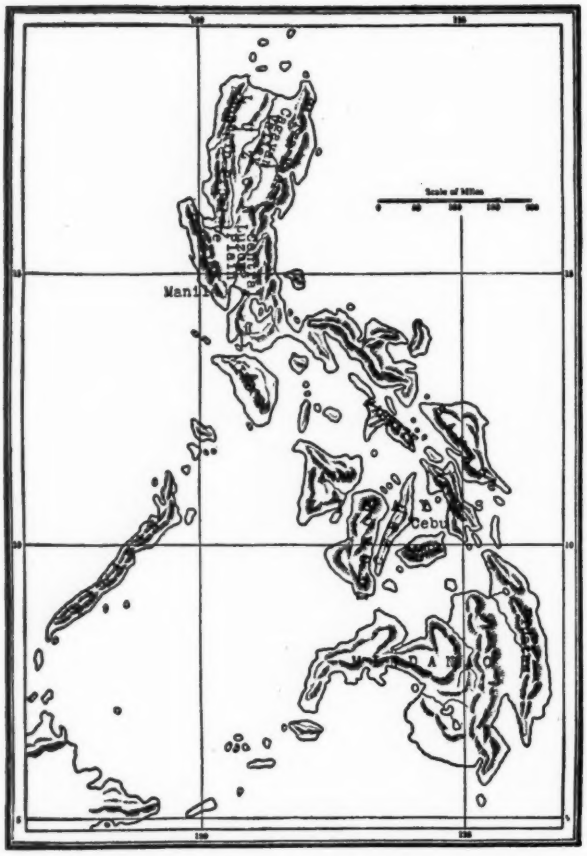

Fig. 4. Map showing location of places mentioned in this discussion.

The tobacco crop has for a long time been the staple source of wealth of this district, altho other plants can be cultivated with success. Indeed the fertility of the soil, despite the exhausting effect of tobacco upon it, is astounding. On one field in the valley crops have been produced without interruption for 135 years.

Tobacco is also raised in the Central Plain of Luzon and on the Islands of Cebu, Negros, and Panay, but all produce a type inferior to Cagayan tobacco. The Philippines export leaf tobacco and cigars, most of the former being shipped to the European countries, which demand cheap tobacco. While some of the cigars are also sent to Europe, most of them go to the United States and China.

The Coconut Region

The second geographic region, the coconut region, is composed of the coastal districts of southern Luzon and the coastal strips of nearly all the Visayan Islands and Minanao. There are thousands of acres of land in these regions suitable for the coconut,

and during the past several years there has been a most extensive planting of the palms. The chief product of the coconut up to 1923 was copra, in the export of which the Philippines still surpass any other country. In 1924 however, the value of coconut oil exported (about $19,000,000) exceeded the value of copra exported by about $3,500,000. Most of the Philippine copra is sent to France, some to Spain, and the rest to Germany, Singapore, and the United States.

Most of the copra produced in the Philippines has a low oil content due to careless practices in the picking and drying processes, and as a result sells for the lowest price of all copra on the market. In parts of the Visayas however, a very excellent product is made by carefully drying the meat of the ripe nuts in the sun, then washing it in salt water, and further drying the copra. It is probable that the salt prevents fungous growths. It has been proposed to make copra in this region by drying it on iron plates using the husk and shell as fuel but keeping the smoke away from the coconut meat. Such a contrivance would produce a white, clean thoroly dried copra of good keeping qualities, and would fill the want of a small apparatus for the numerous small holdings where machinery cannot be installed. Should this system be installed thruout the different producing areas, the quality of Philippine copra would equal that of any other country.

The Abaca Region

The abaca region, the third geographic region of the Philippine Islands, is located on the eastern and southeastern or Pacific side of the Islands south of Laguna de Bay. It is located in this district for two reasons; first, because the eastern side of the Philippines has more or less even distribution of rainfall thruout the year, and secondly, because this section is below the typhoon belt or in a section very seldom visited by typhoons which are destructive to abaca. Abaca fiber, known in trade as Manila hemp, is produced from a species of banana (musa textiles), a native of the Philippines. It is especially valuable for rope making since it is longer than most rope fibers (good quality being from 10 to 13 feet long), is very durable and pliable, resists the action of water, and has a high tensile strength, especially in proportion to its weight. The most important provinces in the production of abaca are Albay, Sorsogon, and Camarines in southern Luzon,

the Islands of Lyte and Cebu, and a section of Mindanao. Except in Luzon the producing areas have large tracts of uncultivated land suitable for abaca growing.

Abaca fiber is produced both on large plantations and on small patches owned or rented by the cultivator of the soil. The product of the former usually goes more directly to the exporters than the fiber from the small producers, which is either gathered up by agents who go about the country, or is brought to town by the producers and given in trade. Sooner or later, however, practically all the abaca in the Philippines finds its way to Manila or Cebu, and is sent by the large exporting firms to the United States, Great Britain, and other countries. Some of the fiber remains in the district where it is produced to be made into abaca cloths and small rope, and some more is consumed in the rope factories in and near Manila.

The fiber is graded according to softness, color, and strength, and the degrees of these qualities are affected by the soil and climatic conditions, by the variety cultivated, and by the position of the sheath in the stick, as well as the skill in extracting, drying, and handling. From the outside sheaths toward the inner ones the fiber increases in softness and whiteness, but decreases in strength. In 1924 abaca was the second most important export of the Islands, its value being $30,000,000.

The Mountain Region

The fourth and most extensive geographic region is the mountain region. Included in this region are the Sierra Madre, Corderilla, Zambales, and Caraballo mountain ranges in Luzon, the Diuata Mountains in Mindanao, and the mountain backbones of all the islands in the Archipelago. Altho the largest, this region is the least developed and the least productive of all. Rice is grown for food, and a little lumbering and mining are carried on. Aside from those industries, the region produces nothing and is today economically insignificant.

The cultivation of rice is carried on by means of terracing. Ifuago, Lepanto, and Bakun in the Mountain Province of Luzon are famous for the remarkable rice terraces along their mountain sides. In this section there are approximately 100 square miles of irrigated rice terraces that are watered by great ditches several miles long. The terraces are all buttressed with stone walls which

measure a total length of 12,000 miles. These terraces have been built of stones mined nearby without any knowledge of engineering. It is believed that the construction of the present terraces and irrigation systems has taken from 1200 to 1500 years time.[8] These people have so utilized every drop of available water supply that in most places no more ditches can be constructed for lack of water. Terracing is carried on in most of the mountain sections, altho not so intensively.

(c) *Keystone View Co.*

Fig. 5. Rice terraces in the Mountain Province

The greatest asset of the mountain region is the forest. The virgin forests of the Philippine Islands cover about 40,000 square miles, an area about equal to the State of Kentucky. In addition, there are about 20,000 square miles of more or less scattered, cut over and second growth forests. Taken together these forests would cover an area equal to the State of New Mexico. The commercial forests are found in Luzon, Mindoro, Samar, Leyte, Negros, Palawan, and Mindanao. About 70 per cent of the trees in the forests belong to the dipterocarp family, tall Asiatic timber trees growing from India to the Philippines, found in stands which

[8] Philippine Commission of Independence, Beautiful Philippines: A Handbook of general information, p. 91. Manila Bureau of Printing, Manila, P. I. 1923

are almost pure from the lumberman's point of view. The largest individuals of this family reach 200 feet in height and some specimens have a diameter of seven feet. This family is by far the most important, as it furnishes the main bulk of the timber cut in the Philippines.

The public forests of the Philippine Islands are not sold but are developed under a license system. Small operators usually work under ordinary yearly licenses for definite small areas. Exclusive licenses or concessions as they are popularly called, obtained by the larger operators, are generally in the form of a 20 year exclusive license to cut and extract timber and other forest products from a specified tract. The land itself is in no way affected by such a license, only the timber and minor forest products being included.

At present there are about fifty sawmills of all sizes and descriptions operating in the Islands. About twelve of these can be compared to the average modern sawmill in the United States. They are all located on timber concessions, while the others are operated under short-term licenses. The total cut of the sawmills of the Philippines is about 100 to 130 million board feet per year. This output could be trebled and even quadrupled without exhausting the present forest stand of 192,000,000,000 board feet in several hundred years.

A market for Philippine lumber has already been established in the United States and to a lesser extent in Europe. Many Philippine timbers are unexcelled for interior finish, cabinet work, and other special uses for which imported woods are coming to be more and more demanded in the United States and Europe, as the local supplies of hardwoods diminish.

FUTURE

The future holds much in store for the Philippine Islands. Thus far there has been a lamentable lack of interest in the proper development of the natural resources of the Islands, and a failure to appreciate the importance of giving all possible encouragement to agriculture and lumbering. Agriculture, the one big industry of the Philippines, can still claim immense tracts of arable land, for according to General Wood's 1924 report, there are 22,230,000 acres of arable land, only 8,685,000 acres of which are under cultivation in the six leading crops. All other crops would probably

not raise the total much beyond 9,000,000 acres. The further cultivation of rice, corn, coconut, sugar, abaca, and tobacco is a certainty, but other crops will also be grown. The plants from which the various other tropical staple products in the world's market are derived, such as rubber, cacao, coffee, tea, pepper, cinchona, and cassava are all known to thrive in the Philippines, altho the growing of these commodities is as yet comparatively unimportant. Rubber, because of the ever increasing demand, probably has the greatest future. Vast tracts of land, now growing native grasses and timber, have been located in Mindanao and several adjacent smaller islands, the soil of which is admirable for the establishment of rubber plantations. Mr. Baldwin, a soil specialist who accompanied an expedition sent by the United States Government to investigate rubber possibilities in the Philippines says that altho rubber trees will grow on a wide range of soils, they make a better growth on the richer soils, and the soils of the mentioned regions in the Philippines are more fertile than much of the land in the Malay Peninsula and Sumatra where rubber is now grown extensively. It is estimated that if the population can be redistributed so as to bring an adequate labor supply to the proposed rubber plantation area, 70,000 tons of rubber could be produced annually.

Nearly 80 per cent of the rubber produced in the world is consumed in the United States and practically all of it is grown within 15° latitude of the Equator. The possession of this territory within the climatic range of possible rubber production offers an opportunity for United States capital to engage in one of the most important industries within the political control of our own government.

The lumber industry of the Islands offers many advantages. The government charges are nominal, ranging from one dollar to five dollars per 1000 board feet, according to quality. Logging and sawmill equipment and machinery enter free of duty if imported from the United States, and with only 15 per cent duty if bought from other countries. For power, sawmill waste can be utilized as fuel, and water power is available from numerous streams.

The lumber output of the Islands has increased year after year

[9] C. F. Vance, A. H. Muzzall, C. P. Bushnell, Possibilities for Para Rubber Production in Philippine Islands. Trade Promotion Series No. 17. U. S. Department of Commerce, Washington, D. C. 1925

but the Philippine forests have as yet hardly been touched, and with the proper handling of this source of wealth in the years to come, and with proper conservation, they should become a permanent asset.

Today, the ships of the world are equipped with ropes made from Manila hemp; the finest of toilet and bath soaps owe their base to coconut oil; Philippine cigars and sugars are winning a sure place among the world's necessities. Tomorrow these commodities should be joined by rubber and lumber and perhaps a few others, and the Philippine Islands will become truly essential to the world's economic activity.

OBJECTIVES OF ELEMENTARY EDUCATION AND HOW GEOGRAPHY HELPS IN ATTAINING THEM

ANONYMOUS

KNOWLEDGE

Knowledge of the care and exercise of the body and the development of healthful habits and attitudes. Health and geography are intimately related. The prevention of disease is generally a matter of control of environment. Deadly fevers, as malaria, typhus, cholera and yellow fever tell us of bad drainage, hot climate, and carriers such as the mosquito, fly, and rat, The sunshine areas of the earth, as Arizona and southern California are great health resorts. The hook worm enfeebles its millions in certain latitudes. A diet lacking variety may cause berri-berri or pellagra. Ability to produce the grape, rye or barley may lead to extensive use of intoxicants. High altitudes may increase nervousness, cause irregular heart or develop mountain fever. Dr. Gorgas at Panama showed how man can bring health to the tropics. Sturdy races have usually developed in the northern limit of the temperate belt and geography can point out the conditions of life that have contributed to robust health.

Knowledge of, participation in, and appreciation of those civic and regulative activities which call for qualities of good citizenship. We cannot study geography without learning the civic life of all people. It is intimately associated with the development of their natural resources. The lack of a good political system will explain

the backwardness of Russia, Mexico and China. The duties and responsibilities of citizenship in a democracy must be contrasted with regions where autocracy or anarchy prevail. Denmark can be studied as a land of cooperation. Geography will show how the United States "promotes the general welfare." Militarism, famine and savagery may often be explained by knowledge of geographic controls. Geography no less than history lays the foundation for participation in and appreciation of civil liberty.

Knowledge of those means of recreation which provide for use of leisure time.

During the Golden Ages of Greece and Rome, slavery brought leisure to the higher class and civilization flourished. By scientific discovery and the invention of labor-saving machinery, a large amount of leisure has been won for the masses of America. A nation's greatness or degration depends on how it uses its leisure time. How can geography assist in the wise use of leisure? By cultivating a taste for travel or books of travel; interest in outdoor sports; love of good world pictures; desire to read magazines and finally a genuine interest in people. Even the daily newspaper will give more enjoyment if geography explains life in other parts of the globe.

Knowledge of common facts, processes and methods which are conducive to efficiency in the practical activities of providing material needs, such as food, clothing, and shelter. Geography makes a far larger contribution to knowledge of industries than any other subject. Not only does it teach of the raw materials of the world, as wool, iron, rubber, etc., but of the food supply as corn, meat, and fruits. We are told the manner of productions, ways of transportation and the use of all the great commodities. Geography explains where and why industries are carried on with success. Man is seen to depend on nature for his needs of food, shelter, and clothing. Since the materials he uses are of many kinds and widely scattered he is shown to depend also on many people all over the earth. The study of occupations becomes a means of vocational guidance. As long as man spends most of his energy in work to supply his daily needs, geography should dominate the instruction of our elementary schools.

HABITS

Those habits should be developed which have been found useful in carrying on life's activities and which help people to understand one another and to cooperate in the realization of common pur-

poses and helps in the satisfaction of their needs. Among these are, orderliness, thrift, promptness, self-control, obedience, courtesy and honesty. The purpose of education is to make right conduct automatic. This training requires: (a) Examples of such habits leading to imitation, as the thrift of the Dutch, the courtesy of the Japanese, the industry of the Chinese, the patriotism of the Swiss, the honesty of the Swedes, the obedience of the German, the perseverance of the British and the generosity of the Americans; (b) Right method, as the *project* requiring initiative, cooperation, etc. Geography lends itself readily to a method of study tending to the formation of good habits. It is of course granted that there must be much exercise before the habits become automatic.

SKILLS

Such abilities as reading, writing, spelling, the fundamental processes of arithmetic and in general the tools of learning should be acquired. It was formerly contended that drill, usually unattended with interest, would develop such skills. It is now found better to associate them with some interesting content and then drill. Geography will probably correlate with more subjects than any other school study. In a fourth grade *project on corn* the pupils used the following skills: read many supplementary readers; wrote stories, letters, and invitations; made posters and drawings, spelled necessary words; solved problems on corn production; sang a corn song and later dramatized the subject. All the composition work was original including a poem on corn. Where there is motive and interest, drill is more effective.

IDEALS

Fair play; high moral standards and civic and personal responsibility are to be developed. The pupil is to recognize and strive to attain the best in human behavior. He must respect law and reverence God. Neither an individual nor a nation can rise higher than its ideals. Geography tells of the home life; the community; the school and church and how each have helped in the advancement of society. The work of the explorer and missionary is praised. Industrial activities embracing labor, thrift and cooperation are seen to be the foundation of national greatness. The nations of greatest power are seen to be those that have revered learning, respected law and worshipped God. The ideal of democracy tho far from perfect, is the world's best effort to promote the well

being of all. Geography can prove to the pupil that self-government is founded on morality and education, and that rights involve duties.

ATTITUDES

There should be developed a desire to cooperate in attaining valuable social habits and ideals. The life of the savage is simple and individual. The life of civilized people is complex and social. This interdependence is one of the big principles of modern geography. Civilization is a result of accumulated material, experience and knowledge. Thru the proper study of geography, the child can be made to give up his selfishness and provincialism in his desire to promote the common good.

APPRECIATION

Geography develops appreciation of nature. The grandeur of canyon, desert, mountain range and ocean; the loveliness of birds, flowers and trees; the awe-inspiring volcano, earthquake and tornado; the comprehension of the solar system with its vast distances, regular movements and mighty forces are appreciations taught in geography. The description of jungle, glacier, and waterfall gives nature a fuller meaning. One cannot read the works of Humboldt, Agassiz, Burroughs, or Muir without being inspired to love nature more. The knowledge of the great forces that have sculptured the earth, as wind, stream, ice and wave erosion gives creation an added sublimity.

Incidentally, geography brings to mind the art treasures of the world. We learn how each nation has had its artists, sculptures, architects and musicians.

We are likely to overlook the greatest appreciation of all. Sympathy and consideration of other races and nationalities is one of the vital contributions of geography. We cannot study this subject properly without having a better realization of the brotherhood of man. When this is appreciated fully, we may look for international peace.

CLEAR THINKING

Clear thinking involves power to organize facts, form judgments and test the accuracy of conclusions; the ability to debate logically; the habit of forming generalizations inductively and seeking to apply them. Geography was long regarded as a memory study. Its very definition, "the study of the earth as the home of

man," implies ability to see relationships. Few teachers are satisfied to let geography answer the questions "what" and "where" but demand the "why" also. It is this problem study that organizes geography and makes it really significant. In the problem: Why can Canada never support as many people as the United States? we are compelled to study, position, surface, soil, climate, minerals, forests, possible occupations, etc., etc. The school is training for democratic society when it trains in clear thinking and forcible discussion. Almost any worthwhile problem of geography can be stated in the form of a debate. Of this nature are: Resolved, that "Brazil will be a greater nation than Argentine," that "China will become a leading manufacturing country," or that the "United States should spend more money on its waterways." It will be noted that such problems are lifelike and train for good citizenship.

Nor should the pupil fail to generalize. When a truth is seen to apply broadly, is should be clearly stated and its application made. Of this character are the following: large cities develop where the form of transportation is broken; few people live in mountain districts; iron ore goes to coal to be made into steel; inaccessible regions preserve old customs and have illiterate people; sheep or goats tend to live in rough or dry areas, etc. It is by this kind of study that the element of chance or accident is climated and causal relations are established.

SOCIAL

A desire for self-support and a willingness to assist in charitable, educational, and religious undertakings. A sense of civic duty and a wish to help in the affairs of the community, state or nation.

Geography as a social science is most concerned with human society. It shows how man obtains a living from his environment. It will be seen that cooperation with others is required in the satisfaction of his needs. Organization into families, clans, tribes, castes, communities and states have been the result.

Thru geography, the pupil learns of school systems, forms of worship and modes of government over the entire earth. These will be compared and the contribution of each to civilization considered. Geography will explain backward, savage life and vast areas of the earth practically uninhabited.

Without wealth there can be little social advance, and geography shows that wealth is largely a question of race and resources.

It is the richness of resources that has made America "the land of opportunity."

When the child realizes the structure of human society and understands his debt for the rich inheritance he has received, it is more than likely he will want to act *his* part in our social progress.

Finally, the method of study must be *social*. However socialized the content, it may lead nowhere, unless the learning proceeds in a socialized environment. It is for this reason that geography is best taught by the project method, to which it is so well adapted.

GATEWAYS OF THE WORLD: A GEOGRAPHY PAGEANT

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The following project, developed by three groups of eighth grade children was a direct answer to many classroom needs. The first aim of the teacher was a quick world review, based upon the outstanding ports of the world. This was intended as a background for a detailed study of the United States. As we were completing work on Constantinople and its hinterland, our attention was drawn to a map showing the route of the Round-the-World Fliers. Immediately there was an enthusiastic demand for a similar trip in connection with our geography lessons. Accordingly, we decided to begin with Constantinople and circumnavigate the globe, visiting the leading city of each important nation or continent of the world. As the trip was to be made by water, the city should of necessity be a seaport so our first step was to find out what constitutes a great seaport.

From many sources we were able to list these requisites for a great harbor: (a) protection from wind and waves; (b) deep water; (c) anchorage space; (d) dockage space; (e) level land for city growth; (f) freedom from ice; (g) lines of inland communication; (h) productive and populous hinterland. Obviously few ports would show all of these requisites but it was agreed that the best ones should possess most of them. Our next step was to choose the one best seaport of each land unit applying the criteria.

A division of labor was necessary so the land units were distributed, two or three children being responsible for one of the fol-

lowing: England, France, Spain, Italy, Egypt, India, Australia, China, Japan, Hawaii and the leading countries of South America. Since the United States was the work of the term and Turkey had been studied these two countries were not included in the distribution.

At the end of three weeks the following had been selected as important world gateways. New York, Liverpool, Barcelona, Marseille, Venice, Constantinople, Alexandria, Calcutta, Sydney, Hong-kong, Yokohama, Honolulu and Rio de Janeiro. To carry out the trip idea I arranged a combined Victrola and lantern slide lesson which helped to clinch the main facts that we had covered and also pleased the children.

AN ASSEMBLY FEATURE

This might have been the end of our world review if my home room class had not been trying to arrange a special feature for the assembly period. It suddenly dawned upon the children that we might repeat the Victrola-lantern slide lesson in the auditorium. All objections were brushed aside with the assurance that the boys could manage curtains, lights, etc., and that a girl, who never knew her lesson, could be the guide for the trip. Several other pupils agreed to learn appropriate readings to accompany the pictures. Several boys who had good voices asked permission to sing Swanee River accompanied by another group who played very well on stringed instruments, as we "passed thru" New Orleans. Just to add color, scenes were included from Scotland, Ireland, Russia, and the Cotton Belt of the United States. It proved an exceedingly interesting feature and required less than fifteen minutes. In the program which follows the numbers refer to lantern slides listed in "The World Visualized" by Underwood and Underwood.

A Two Minute Introduction

I. Guide. New York, U. S. A.
   Music. America (first 8 measures) Victrola
   Scene. Ocean Steamship Docks (33-5277)

II. Guide. England
   Music. Rule Britannia (Chorus) Victrola
   Scene. Coronation Procession (505-261)
   Reading. The Recessional. Kipling (first stanza)

III. Guide. Scotland.
   Music. Comin' Thro' the Rye (first stanza) Victrola
   Scene. Highland Cattle (544-7501)

IV. Guide. Ireland
Music. Believe Me If All (first stanza)
Scene. Harvesting (566-472)
V. Guide. Spain
Music. A Spanish Dance. Victrola
Scene. A Bull Fight (688-10510)
VI. Guide. France
Music. The Marseillaise (first 5 measures)
Scene. Arch of Triumph (653-1555)
VII. Guide. Italy
Music. The Barcarolle
Scene. Gondoliers of Venice (740-2056)
VIII. Guide. Turkey
Music. A Turkish Song. Victrola
Scene. Bridge of Galata (777-11178)
IX. Guide. India
Scene. Pagodas at Mandalay (911-3820)
Reading. The Road to Mandalay. Kipling (first stanza)
X. Guide. Japan
Scene. Cherry Blossoms (961-3861)
Reading. Two minute talk on Japan
XI. Guide. Hawaii
Music. Hawaiian Melody. Victrola
Scene. Ferns and Palms (343-10694)
XII. Guide. Brazil
Scene. Harbor of Rio de Janeiro
Reading. Two minute talk on Brazil
XIII. Guide. New Orleans, U. S. A.
Music. Swanee River (first stanza)
Scene. On the Mississipi (175-11214)
XIV. Guide. New York
Music. Columbia the Gem of the Ocean
Scene. As in Scene I
(The End)

GATEWAYS OF THE WORLD

Discussion of the special feature and its favorable reception led to the decision to stage a real play built up around the year's work in geography. Since we were to study the world relations of the United States, it was not difficult to include the study of foreign countries. Much, however, had to be done outside of class since ours is a half-term course.* Each child provided himself with a

*Course has since been changed to include a full term.

notebook entitled "Gateways of the World." The content of these books was to be suggestive of the evolutionary stages of our play. Each notebook contained also a chapter entitled "My Trip Abroad." Here the pupil was to assemble all possible material concerning the country assigned him early in the term. Thus certain groups could be relied upon for information as to scenery, costumes, industries, etc. Besides this there was to be a large book containing the play with appropriate illustrations, clippings, essays and songs.

The study of foreign countries was motivated by such questions as, What do we export? What do we import? What countries receive our exports? From what countries do we import? Why must we import certain articles? Why do we send our goods abroad? These and similar questions emphasized the interdependence of nations and the need for world peace. They gave opportunity also for reviewing the outstanding features of different lands. As the work proceeded the children were encouraged to write scenes for the play. Toward the end of the term these scenes were submitted and subjected to the elimination process. Only one scene was kept for each of the world gateways. These were carefully copied and placed in the class book.

STAGING THE PLAY

When the geography department was asked to contribute a fifteen minute number on the Commencement program we turned to "Gateways of the World." Many weaknesses were discovered but after a few days of hard work we had reduced it to six scenes which made a very pleasing little pageant. It was also changed from a nautical to a flying trip. To create the illusion of night travel by air four boys sat on tall stands on a darkened stage and swayed large flashlights right and left. As herewith presented the pageant includes about sixty children. It is limitless in its possibilities, however, and may be altered in many ways to suit local needs.

EQUIPMENT AND STAGE ARRANGEMENT

Four five-foot flat-top stands with ladder attachment. Two center stands joined by strong board, electric shield attached to board (all made in manual training shops). Stands concealed by folding screens. Five "aviators." Four flashlights. Fifth "aviator" operates electric shield and a loud motor. Footlights or

headlights. Curtain in front of screens. Large placards printed in large black letters. Eight to ten-foot bridge railing of painted beaver board. Picture frame of painted beaver board about three and one-half feet by four and one half feet. Curtain closes to edge of frame which is supported in the rear. Statue of Budha and other miscellaneous articles for Japanese interior. Victrola and records. American flag. Flashlight for "Liberty."

COSTUMES

AVIATORS. Boy Scout suits.

SAILOR GIRLS. White middy suits, round white sailor hats; white footwear

SHIPBUILDERS. Overalls; caps

GINGHAM GIRLS. Checked gingham dresses; white collars; white belts; black neckties; black footwear

HINDU GIRL. Green turban; yellow skirt (for other foreign costumes see geographic textbooks, fashion books, etc.)

LIBERTY. Drapery of bunting; crown; book; flashlight

1. INTRODUCTION *(Recited by a boy in front of closed curtain; house in full light.)*

"The Class of 1925 wish to present to you a section of a play entitled, "Gateways of the World." During the term, in our geography class, we worked up this pageant in the hope of some day playing it before our parents and friends. Its object is to acquaint one with the principal ports or gateways of the world and the countries in which these cities are located.

The Round-the-World Fliers gave us the inspiration for a trip of this kind so, starting at New York, we proceeded to England thence to Germany, Holland, Spain, France, Italy, Turkey, Egypt, India, Australia, China, Japan, Hawaii, Brazil and home again.

Commencement brought the realization of our dream, the chance to act our little play. But, for lack of time, we present it only in part, taking you with us to England, Spain, Turkey, India, Japan and Hawaii.

Our original plan was to travel by water, but, in keeping with the times, we decided to go by air, as did those intrepid Magellans of the American navy who flew around the world. So we ask you to fly with us "in fancy free" while we transport you across the gay Atlantic, over the blue Mediterranean, far above the Indian Ocean, over the placid Pacific, peeping in on strange people in

strange lands and carrying the Stars and Stripes around the world."

(House in darkness; curtain open; aviators in place; flashlights swaying left and right. To be repeated thruout play.)

2. FIRST AVIATOR. *(Flashlights still on but at rest. To be repeated thruout play).* An industrial parade in Liverpool, gateway to England, fair England, upon whose flag the sun ne'er sets and, of whom Kipling wrote,

> God of our fathers, known of old,
> Lord of our far-flung battle line,
> Beneath whose awful hand we hold
> Dominion over palm and pine—
> Lord God of hosts be with us yet,
> Lest we forget—lest we forget.

(Curtain closed; white footlights)

Music. "The Sailor Boy" *(for parade from left)*

A. Placard. "Shipbuilding" *(Bearer marches on stage, marks time in center; passes off)*

B. SAILOR GIRLS. *(March in singing, "The Sailor Boy." Drill and march off. Reenter humming and drawing in imaginary rope, sailor fashion.)*

C. *(Enter Shipbuilder's Mascot carrying large ship).*

D. *(Enter Shipbuilders. Each stands in front of and to the left of a Sailor Girl).*

E. MASCOTT. (Proudly) Behold the SHIPBUILDERS! *(Recites selected stanzas from poem, "The Shipbuilders")*

F. (SHIPBUILDERS *sing "The Hammer Song" accompanied by group outside.* MASCOT, SHIPBUILDERS, SAILOR GIRLS *march off.*

G. *(Enter five placards to tune of "The Sailor Boy." "Cotton Cloth," "From Cotton of," "U. S.," "India," "Egypt." Bearers march across stage single file drill and march off at the right.)*

H. *(Enter* GINGHAM GIRLS. *They drill and march off. This ends the parade.)*

(House in darkness—curtain open)

3. SECOND AVIATOR. "Barcelona, gateway to Spain, ancient land of the olive tree where dwell dark-eyed senoritas and romantic matadors." *(Curtain closed—red footlights. Group of matadors in background.)*

(Girls in Spanish costume dance in from left and off at right. Darkness—curtain open)

4. THIRD AVIATOR. "Constantinople, gateway to Turkey, historic and picturesque link between two worlds; city of the famous Bridge of Galata, over which people of many lands promenade in a never-ending pageant." *(Recites two-stanza poem "Bridge Builders.")*

(Curtain closed—red and amber footlights)

(Turkish song on hidden Victrola. Costumed procession representing many nations grouped artistically on the "bridge." All pass off right and left as song ends. Two boys hold "bridge" in place and drag it off as scene ends.)

(Darkness—curtain open)

5. FOURTH AVIATOR. "Calcutta, gateway to India, luxurious land of the sacred Ganges, within whose murky waters dark-skinned natives perform their mysterious religious rites; and over whose deserts plod slow-moving caravans."

(Curtain closed to picture frame—amber footlights)

Picture. (A HINDU *girl sitting. A tom tom is heard in the distance while from the darkness a voice recites selected stanzas from Kipling's "On the Road to Mandalay." The Japanese scene is arranged behind the picture while the scene above is in progress. Darkness—curtain open.)*

6. FIRST AVIATOR. "Yokohama, great gateway to Japan." *(Curtain remains open. Red footlights).*

Japanese Interior. *(Light oriental music with pronounced rhythm on hidden Victrola.. Lanterns, screens, cushions, tabourets, flowers, etc. Bell strikes three times. (a) Enter guests preceded by Japanese maid, who bowing indicates a cushion for each. (b) Enter maids from right and from left with rice and tea. Place on tabourets. Exit in same direction. (c) Reenter, moving dishes and tabourets. Exit as before. (d) Reenter first maid; opens screen-like door revealing a shrine. All stand. Gong sounds three times. (e) Reenter maids with children. All kneel before shrine. Incense fills the air.)*

(Darkness—curtain open)

7. SECOND AVIATOR. Magnificent Honolulu, gateway to Matchless Hawaii, the end of a celebration in memory of Queen Liliukalani who reigned before the American flag was planted upon these islands of the Pacific."

(Curtain closed—blue footlights)

(The "Queen" seated on a green knoll. Others grouped about her singing "Aloha Oe." Group passes off slowly right and left

repeating chorus. "Queen" remains alone waving farewell to first one group and then the other.)

(Darkness—curtain open)

8. THIRD AVIATOR. "And now with that lingering Hawaiian farewell still drifting over the waters let us turn to our own fair land where men of many nations pledge allegiance to one flag; where, thru the darkest night, the torch of Liberty shines forth a welcome which promises hope and peace to all."

(Curtain open—red, white and blue footlights)

("Liberty" at rear of stage. Costumed crowd at right and left in A shaped formation.)

A. Song. For Thee America. *(One Stanza).*

B. *(Enter four* AVIATORS *at eighth line, "We'll give our all." Stand in twos at right and left of Liberty)*

C. *(Enter fifth* AVIATOR *at close of stanza. Passes to front of stage bearing large American flag.)*

D. *(All stand at salute as last two lines of Star Spangled Banner are played.)*

(Darkness—All pass off. Curtain closed—full light.)

THE END

THE LAST WORD

The keynote of the pageant as outlined was rapid movement. We were allowed fifteen minutes on the Commencement program which meant that no time could be lost. Scenes were arranged in the darkness while the "Aviators" were speaking. The latter were trained to drop in an instant from their lofty perches so that the lights could be turned on immediately. The production consumed a great deal of energy and time but its results were valuable and, I believe lasting. If anywhere it can be of service in arousing a new interest in strange people of strange lands, if somewhere it forms an outlet for super-abundant youthful energy, if it helps to forge one link in the great chain of human brotherhood, then our labors shall have earned a double reward.

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BACKGROUND FOR THE STUDY OF INDUSTRIAL GEOGRAPHY

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The present industrial system can scarcely be understood without a knowledge of how the needs of man were supplied before the Industrial Revolution. The aim of this study is to show the student that our present industrial system has a historical and an economic aspect as well as a geographical significance. The student is given a bird's-eye view of the marked changes in the lives of the people which have been brought about by inventions and improved processes.

This unit of work is followed by a detailed study of the typical industries that supply the needs of man. In the later studies the geographical factors are emphasized but the human phase is retained thruout the series of lessons.

The development lesson in each unit is planned to suggest to the students the projects and problems that follow. Each student may select one of these for investigation or groups may be organized to work out certain problems.

DEVELOPMENT LESSON

Background for the Study of the Industries

The Industrial Stage of Development

I

1. How have you at any time made use of products from China? Brazil? Ireland? Cuba? Japan? Spain? Jamaica? East Indies?
2. We have division of labor because the majority of the people do not know the arts of spinning, weaving, tanning, shoemaking, and blacksmithing. What are some of the articles that factories in your city are making that were formerly made in the home?
3. A country that uses much division of labor is in the industrial stage of development.
   a. Name one country that you think is highly industrialized.
   b. What effect does it have on the lives of the people?
4. What stage of development is indicated by the following descriptions?
   a. Arabia has wandering inhabitants.
   b. The people live in thick, felt tents.
   c. The Tibetans keep nearly all strangers out of their country.
   d. The inhabitants wear hats and coats of sheep skin.
   e. The Danes practice cooperation in dairying.
   f. Across the fields of Holland and Belgium one often sees high smoke stacks of some manufacturing town.
   g. The women of Porto Rico make beautiful embroidery by hand to sell to foreigners.
   h. In Schenectady nearly everyone works in the machine shops.

Assignment

1. Find statements to show from the manner of supplying the needs of life that the following countries are in the agricultural or the industrial stage of development:

England	Czechoslovakia	Cuba
Mexico	Belgium	Hungary
India	Japan	Turkey
Argentina	Egypt	Russia

2. Find pictures in your geography books illustrating the industrial and agricultural stages of development.

II

1. Name a country whose development is still in the agricultural stage.
2. Name countries that are changing from the agricultural to the industrial.
3. The change is never complete. We can find evidence of the agricultural stage in most industrialized regions.
4. In a backward foreign community not many years ago an old man who had learned his trade in a foreign country went from house to house tailoring the everyday clothes for the boys and men. The boys often cut a ludicrous appearance at school and were laughed at by their classmates. Why? The other boys wore factory-made clothing.

   Between times the old man made baskets by hand out of willow wood. He loaded them on an old spring wagon and went on his rounds selling them from door to door. He was often gone for weeks at a time and was always a welcome visitor because he brought with him not only baskets, but the neighborhood gossip as well.

   In this same community a loom for making carpets was used. These people had come to America from a foreign country that was in the handcraft stage of development. In many ways this stage is more interesting than the factory stage. Can you tell why?
5. Have you seen any evidence of people skilled in the handcrafts in pictures or from descriptions in books? Read description of a Virginia plantation in the McLaughlin and Van Tyne, History of the United States, page 129.
6. What are the benefits derived from industrial development?
   a. Greater production
   b. Cheaper product
   c. Skill in doing one thing well
   d. Leisure time
7. The change from the agricultural stage to the industrial stage is not always a happy one, however. An Indian who returns to India after an absence of twelve years writes of the changes in the lives of the people.

The blue dusk ran through long dusty lanes that snaked their way between buildings old enough to remind one of the tenth century, and others new enough to awaken

a sense of horror toward all progress. Sometimes I saw beautiful seventeenth century columns pulled down in order to widen the streets that two automobiles might go abreast. Modern progress was slashing its way through the beauty and squalor of the Renaissance.

Later he tells of visiting with a native barber whom he interviews on the changes that have come about.

He wore a fine ghandi silk turban on his head. "Eleven hours a day," said he, "feeding those hot monsters of metal, week in and week out. Sundays are not vacations. They are only days of recuperation. We cannot love the evil one of the west."

I, too, have worked for the evil one of the west. I gave it up. Now I barber those who feed the beast. I earn less, but I get more time for idleness and singing. Was time meant to be counted by clockstrokes and screeches of factory whistles?—The men strike because they live like earthworms crawling between machines eleven hours a day—Nay, sir, the factory is now the God of those men and women, and the whistle is his speech.[1]

METHODS OF SUPPLYING THE NEEDS OF MAN

Projects

I. Conditions before the Industrial Revolution

A. Show that in primitive life there exists little division of labor.

a. Kirghiz Steppes
b. Arabia
d. Tibet
e. Plateau of Iran
Native Australians

References

Carpenter: Asia 372-373; 338-347
Carpenter: Australia: 171-177
Allen: Asia 88-102; 212-240
Huntington and Cushing: 12-21; 312-316
Whitbeck: 9-11
Davis and Hughes: 7-12
Keller and Bishop: 1-18

B. How were the needs of man supplied in Colonial times? Compare with the methods employed today in America.

References

Keir: 37-39
McLaughlin and VanTyne: 122-144
Whitbeck: 11-16
Rugg (S. S. Pamphlet): Mechanical Conquest of America, 18-19; 20-22, 28-29

C. Describe the life of workers in England before the Industrial Revolution.

References

Smith: Commerce and Industry, 217-219
Rugg: Industries and Trade that Bind Nations Together, Part I, 45-62

[1] Quoted from the *Atlantic Monthly*, Vol. 133, No. 6, p. 722

D. Describe the life of the workers in France before the Industrial Revolution.

References

Smith: Commerce and Industry, 217-219
Rugg: Industries and Trade that Bind Nations Together, 53-54

E. Show that much of China is still in the agricultural stage of development.

References

Allen: Asia, 30-32; 51-73
Carpenter: Asia, 155-156, 156-163
Smith: Commerce and Industry, 453-459
Rugg: Industries and Trade that Bind Nations Together, 87-90; 131-141

F. Describe the Fairs of Europe.

References

Carpenter: Europe, 351, 355
Allen: Europe, 144-148
Compton: (Fairs)

II. Conditions after the Industrial Revolution

A. How did the growth of industries lead to a drift of population to the cities?

References

Keir: 303-305
Davis and Hughes: 10
McLaughlin and VanTyne: 274-275, 420-421
Rugg: Resources and Industries in a Machine World, 116-121

B. Describe the changes that took place in the lives of the workers in America after the Industrial Revolution.

References

Rugg: Resources and Industries in a Machine World, 182-184
Rugg: Industries and Trade that Bind Nations Together, 102-107

C. Why did the factory system develop more slowly in the South than in the North?

References

Keir: 31-32
McLaughlan and VanTyne: 127-130; 418

D. Give illustrations to show: (1) how one section of the country depends on another; (2) how one industry depends on another; (3) how one worker depends on another.

References

Rugg: Resources and Industries in a Machine World, 1-6; 128-136; 137-143

E. How is the division of labor shown in the manufacture of shoes? What are the advantages? Disadvantages?

References

Allen: Shoe Industry, 5-23
Carpenter: How the World is Clothed, 156-162
Keir: 237-238
Keller and Bishop: 19-24; 94-100
Smith: Commerce and Industry, 238-239
Bishop and Keller: 264-265
Rugg: Social Science Pamphlets No. 3, Vol. 2, Pamphlet 2

F. How is the division of labor shown in the manufacture of automobiles?

References

Whitbeck: 242-244
Smith: Commerce and Industry, 247-249
Smith: Human Geography, 166-169
McMurray and Parkins: 84-85
Rugg: Social Science Pamphlets, Resources, Industries and Cities, 294-297; Resources and Industries in a Machine World, 147-150
Ford Facts

G. How is the division of labor shown in the manufacture of watches?

References

Compton: (Clocks and watches)
World Book: (Watches)
Rugg: Resources and Industries in a Machine World, 150-151

H. Summarize the advantages and disadvantages of the division of labor.

References

Munro and Ozanne: 383-386; 395-396
Keir: 83-85
Keller and Bishop: 21

III. Supplementary Projects

A. How did the Neolithic Man supply his needs?

References

Elson: 2
Marshall: 21-69
Compton: (Stone Age) 3360
VanLoon: 9-11

B. How did the Neanderthal Man supply his needs?

References

Marshall: 8-19
VanLoon: 9-11

C. Make a list of the articles you have that your great-grandparents did not have.

Summary of the principal facts to be learned:

1. Supplying wants gives rise to industry and commerce.
2. The division of labor gives rise to the factory system.
3. The benefits of the division of labor are:
   a. Greater skill on the part of the worker
   b. An increase of production
   c. Reduction in cost
   d. More leisure time
4. The evil effects of the division of labor are:
   a. Exacting demands on labor
   b. Monotony
   c. Health hazards
   d. Concentration of population in large industrial centers
   e. Decrease in craftsmanship

TESTS

The tests that follow are merely suggestive and may be modified to suit the demands of the class.

I. Completion Test

Place the correct term in the blanks below.

1800	division of labor
power	food
shelter	barter
Industrial Revolution	clothing
capital	Watt
clothing	transportation
luxuries	craftsman
labor	Eli Whitney
market	commerce
workman's compensation	fuel
tools	

1. The chief wants of man are ....., ..., ..., ..., and .....
2. The factory system has brought about the ....
3. ..... invented the cotton gin.
4. One who practices a trade is a .....
5. The factors necessary to the location af an industry are ....., ..., ..., ..., and .....
6. Where one article is exchanged directly for another the transaction is called .....
7. The .....took place about the year 1800.
8. ....., an Englishman, discovered the use of steam for power.
9. The flow of goods from places of surplus to places of deficiency is called .....
10. Prior to ..... there were few cities in the United States.
11. The factory system is responsible for the need of the .... law.

II. False or True

1. The workmen of 1780 in England welcomed the new inventions in industry. ( )
2. In 1800 the majority of the people of the world were employed in industries. ( )
3. Industrial nations developed as the means of transportation improved. ( )
4. The diet of the people today is similar to that of 1800. ( )
5. Before 1800 the people had improved roads because they were dependent upon them for transportation.
6. Cities have grown rapidly in size and number since 1800. ( )
7. The introduction of farm machinery freed workers in agriculture so that they sought work in manufacturing industries. ( )
8. England today is a highly industrialized country with the most of its peoples in cities. ( )

9. England urged other countries to use its spinning and weaving machinery. ( )
10. The sewing machine was at first a cheap and widely used machine. ( )
11. In 1890 there were twenty-five cities of a million people in the United States. ( )
12. Paris had a population of 300,000 between 1300 and 1400. ( )
13. The Neanderthal man lived 1,000 years ago. ( )
14. The cotton gin was invented in 1892. ( )
15. Supplying the wants of man has given rise to industry and trade. ( )

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A TRIP AROUND THE WORLD: A PROJECT

CLARA MALLORY
Public Schools, Beaumont, Texas

For several years the Beaumont City Schools have made elaborate exhibts at the South East Texas Fair.

For the past two years, each school has had a project of its own. There are ten schools in this city and each one made an intensive study of some one country. The countries chosen were Brazil, Palestine, Egypt, Scotland, Ireland, Hawaii, Japan.

PREPARATION

The teachers devoted considerable time to the study of their individual project. Each entire school was given a booth ten feet square to display the outstanding features, industries, native music, art and customs of its particular country. People who had visited these countries were invited to come to the school to talk to the pupils and show any souvenirs they might have. In several instances, persons who had lived in Palestine, Hawaii, Scotland and Ireland talked to the teachers and pupils. Many pleasant evenings were passed by the teachers and patrons in discussing these countries thus bringing the community and the schools together. Many things were learned from these native inhabitants that never would have been obtained from books and magazines. Letters were written to the Chambers of Commerce in many of the largest cities of the different countries and much helpful information was obtained.

One school worked on the following problems and questions:

1. What are the natural resources of Switzerland?
2. How could so many people live and prosper in so small a country with so few natural resources?
3. How could Switzerland, with no coal, become an important manufacturing country?
4. Is all the manufacturing carried on in the cities, as in other countries?
5. Why are there so many cattle and goats on the mountains?
6. What kind of people should you expect to find in Switzerland?
7. How do people build roads in such mountainous countries?

Ways of presenting information: conversation with people who had visited Switzerland; views shown thru the balopticon, and also the stereoscope. Correlations established.

1. Arithmetic, in practical applications of combinations and fractions
2. Silent reading, in the thoughtful and correct interpretation and execution of working directions
3. Mechanical drawing, in the correct intrepretation and making of working drawings
4. Oral English, in the use of complete sentences and correct expressions
5. Vocabulary growth, in the correct and frequent use of the new words

PRESENTATION AT THE FAIR

The Ireland booth had a bit of Irish scenery reproduced. The pupils moulded a part of the country showing Blarney Castle, peasants' home near by, etc. Irish laces and linens were displayed, Irish folk-lore was studied and Irish songs and dances were given.

The Brazilian booth consisted of a large moulded map of the country showing the Amazon forests, coffee plantations around Santos, Rio de Janeiro and its harbor, ships sailing from these parts loaded with coffee, the gathering of rubber by the natives, etc.

A veritable Switzerland was shown, snow capped Matterhorn was seen in the distance, a mountain tunnel with a train just emerging, Swiss cottages in the valleys and on the sides of the

mountains where sheep could be seen grazing. A village could also be seen in the valley where native Swiss games were shown. The Lion of Luzerne, and the monument of William Tell could be seen also—these being made from soap.

Industries, games, flowers and costumes native to Scotland were shown. Folk lore and music of this country were also studied. The booth was decorated with thistles and bluebells. Children gave the native dances.

The remaining countries Palestine, Egypt and Hawaii were similarly treated. The Palestine booth was especially attractive because of the splendid relief map made by the children showing Jerusalem and many important places mentioned in the Bible. The walls of the booth were decorated with pictures of the Madonnas, handwork, tapestry, etc., made by the inhabitants of that country. Records of oriental music were also used.

The talks given by the pupils on their various booths both in the afternoons and evenings proved very helpful to the pupils and interesting to the parents, because the children had done so much research work that they were very familiar with the story of the country they had studied.

A musical program under the direction of the music supervisor was given before different booths each evening.

Another attractive booth was the nature booth to which all the schools of the elementary grades contributed. Native trees, birds, grasses, grains and weeds were studied, and the result of this work was shown on tag boards containing specimens of the above placed upon the walls. Specimens of pests—animal, plant and human—were displayed. As this is the state where rice, oil, lumber and the muskrat industries are carried on extensively, models of the Magnolia Refinery with byproducts; rice farms; a muskrat home, and methods of catching the muskrat and preparing the skins were shown. The children interested many of the patrons, especially the men, in their talks on the muskrat and much valuable information was given the children by the passersby.

In fact one felt as if he had taken a trip around the world after having made the rounds of the different booths at the fair and hearing the pupils talk and seeing the display made.

ANNUAL MEETING OF THE NATIONAL COUNCIL OF GEOGRAPHY TEACHERS, PHILADELPHIA, 1926

The annual meeting of the National Council was held at the University of Pennsylvania, December 27-29, 1926. The seven sessions were attended by four to five hundred people. Both the general program and the work accomplished were characterized by many outstanding features. Stated briefly these features were: (1) Provision in the program for clinics in which demonstrations of educational experiments were made and the demonstration analyzed by specialists in the fields of geography and of education. (2) The establishment, in the office of the Secretary, of a Research Bureau in Educational Georaphy, which is to act as a co-operative clearing-house to acquaint all workers with investigations that have been made and are now in progress. (3) The appointment of a permanent Educational Relations Committee which will act as a liaison committee with other organizations. Miss Erna Grassmuck, of the State Department of Public Instruction, Harrisburg, Pennsylvania, is Chairman. (4) The formulation of suggestive units of study for secondary schools inclusive of the junior high school. The report of the committee will probably be published in the spring. (5) The formulation of suggestive units of study in professionalized subject matter for teacher training institutions. (6) Decision to affiliate with the World Federation of Education Associations and co-operate in its Toronto meeting in August.

Among the many strong papers presented, special mention should be made of "Problems Demanding Immediate Attention" by Erna Grassmuck, President of the Council, "The Contribution of Geography to Vocabulary" by Dr. A. Duncan Yocum of the University of Pennsylvania, "Some Essentials in Building a Geography Course of Study" by Dr. Florence E. Bamberger of Johns Hopkins University, "Geography Lessons as Means of Training for Wholesome Utilization of Leisure" by Dr. Walter Lefferts of Philadelphia, "Contribution of Geography in Senior High School Grades" by Dr. Albert P. Brigham of Colgate University, "Geography Teaching in a Democracy" by Dr. Francis B. Haas, State Superintendent of Public Instruction of Pennsylvania, and "Modern Concepts of Geography" by Dr. J. Russell Smith of Columbia University. These excellent papers will be published in the *Journal of Geography.*

The committee on resolutions presented the following report which was adopted unanimously.

WHEREAS, The National Council of Geography Teachers is closing a most successful meeting in the city of Philadelphia, the success of the meeting being due in a large part to the University of Pennsylvania, the faculty of the Wharton School of Finance and Commerce, the National Geographic Society, the companies and schools who sent exhibits and materials, our retiring President, Miss Grassmuck, the many people who helped to make the program a success, the children who gave up their holiday for the demonstration classes, those who conducted the demonstrations, the assistance of the publishers of the *Journal of Geography*, the Philadelphia School Board for loaning of furniture, the students from the Philadelphia Normal School, the Junior Red Cross, and the various co-operating groups, especially the Allentown Georgraphy Club; therefore be it

Resolved, That we, the National Council of Geography Teachers, extend our heartiest thanks and deepest appreciation to each and all of the many individuals, organizations and institutions who have contributed so generously to the success of our meeting.

Resolutions Committee
DE FOREST STULL
W. R. MCCONNELL
GRACE BROENING
ELLA JEFFRIES
ZOE A. THRALLS

The following business was transacted at the meetings of the Board of Directors and Executive Committee, December 27 and 28, 1926.

1. The nominating committee consisting of R. M. Brown, Bessie P. Knight, R. G. Buzzard, A. E. Parkins and Harriet F. Smith, presented its report, and the following officers were elected.

President, Robert G. Buzzard, Normal University, Normal, Illinois
Vice President, Nels A. Bengtson, University of Nebraska, Lincoln, Nebraska
Vice President, Ella Jeffries, Western State Normal School, Bowling Green, Kentucky.
Secretary, George J. Miller, State Teachers College, Mankato, Minnesota
Treasurer, Douglas C. Ridgley, Clark University, Worcester, Massachusetts
Members of Executive Committee, terms to expire December, 1929; R. M. Brown, Rhode Island College of Education, Providence; Erna Grassmuck, State Department of Public Instruction, Harrisburg, Pennsylvania; Angela Broening, Public Schools of Baltimore, Maryland.
Directors at Large: Mendel E. Branom, Harris Teachers College, St. Louis, Mo.; Fred J. Breeze, Ball Teachers College, Muncie, Ind.; Angela Broening, Public Schools, Baltimore, Md.; C. E. Cooper, Ohio University, Athens, Ohio; Erna Grassmuck, State Department of Public Instruction, Harrisburg, Pa.; Myrta McClellan, University of California, Los Angeles; Mabel Stark, Mills College, Mills College, Calif.

2. A sum not to exceed $150 was appropriated to defray necessary expenses of the Philadelphia meeting.

3. An Educational Relations Committee was created to act as a liaison committee between the National Council and other organizations. The committee consists of (1) the President and Secretary, and three members appointed by the President for a term

of six years, with the provision that the term of one appointed member shall expire every two years.

4. A Research Bureau in Educational Geography was established in the office of the Secretary. It is the purpose of this Bureau to serve as a clearing house among those interested in educational research in the field of geography. All who have completed research work or who have such work in progress are requested to register with the Secretary. The Secretary will then be able to acquaint enquirers with the problems being investigated by others.

5. Affiliation with the World Federation of Education Associations was approved. Delegates to the Toronto meeting in August, 1927, will be appointed by the President.

6. The invitation of President Payne to hold the next annnual meeting at George Peabody College for Teachers, Nashville, Tennessee, was accepted. Tentative dates for the next meeting are December 26 and 27, 1927.

GEORGE J. MILLER, *Secretary*

GEOGRAPHICAL PUBLICATIONS

Roderick Peattie. **College Geography.** 495 pp., 161 maps, diagrams and photos. Ginn & Co., Chicago. 1926. $3.00

College Geography is a most welcome addition to a very small but growing list of modern texts covering this important field. It is limited to a discussion of principles and intended to be used as an introduction either to the study of economic geography or to regional courses for college students. The explanations are made in a simple straight-forward way with a minimum of technical phraseology and abstract theorizing. The character of the material may be indicated by the selected chapter headings which follow: Field and Function of Geography, Our Climatic Environment, Jungle, Savanna and Desert, Nomadism of Desert, Steppe and Tundra, Forests and Mediterranean Tree Crops, The Sea, River Arteries, Plains and their Soils, Mountains and Mountaineers, Mineral Resources and Water Supply, and The Unreliable Earth.

Suggestions for supplementary study with lists of places mentioned in the text, to be located, follow each chapter. A carefully selected bibliography classified in somewhat greater detail than are the chapter headings is given at the end.

The volume is well illustrated with maps, diagrams, and photographs. The maps tho small have been simplified to show but a single feature, e. g., the location of a port in relation to coastline type. Several diagrams aid in understanding the principle of the Foehn, the succession of the seasons, and other facts usually perplexing to the average freshman. The photographs are carefully chosen, world wide in scope and form an admirable supplement to the text.

The author, we are glad to see, believes an understanding of the elements of the environment necessary to a proper appreciation of their relation to man and he does not hesitate to include such explanations as seem pertinent.

But few statements appear which might be called in question. The conclusion vouchsafed that "In the middle latitudes forests apparently do not increase rainfall" (p. 17) would seem to be directly at variance with the opinions of R. Zon. Note the latter's paper given at the Ithaca meeting of the International Congress of Plant Sciences the past summer. Likewise it does not seem proper to state (p. 18) that "Light waves travel in straight lines," or that "The wheat lands of today are well developed" (p. 82). Such statements might well be modified. However, these are of minor consequence and the volume seems to be generally free from gross inaccuracies.

University of Illinois W. O. BLANCHAND

BUREAU OF FOREIGN AND DOMESTIC COMMERCE

A. E. Sanderson. **Ocean Freight Rates in United States Foreign Trade.** Trade Information Bulletin No. 434. 59 pp. 1926. 10 cents.

This bulletin contains a directory of shipping lines and their services. It lists prevailing berth rates, and describes the factors influencing the general level of rates.

Harold R. Brown and Brice M. Mace. **Costs of Transportation and Handling of Argentine Wheat.** Trade Information Bulletin No. 439. 11 pp. 1926. 10 cents.

The various costs are itemized from the time the wheat leaves the farm until it is loaded on the ship. Special contractors haul the sacked grain from the farm to the country shipping point. No elevator service is available at this point. Consequently the grain is either stored in railway warehouses or piled under tarpaulins on the railway platforms where it awaits shipment to seaboard terminals.

Boris Baievsky. **Siberia. Its Resources and Possibilities.** Trade Promotion Series No. 36. 69 pp. Illustrated, 1926. 15 cents.

Distance is the paramount obstacle in Siberia's development. The country is about twice the size of the United States, and it is remote from the world's greatest trade routes. Thus far, the Trans-Siberian Railroad is the only route to penetrate the area, but its rates are high and many producing areas are hundreds of miles distant from it. The roadless mountains, deserts, steppes, and winter-frozen Arctic limit north-south travel. However, the development of an all-water route via the Ob, Yenisei, Lena, and Amur rivers may furnish an outlet to the Arctic and Pacific.

The Arctic has been navigated from east to west, and the rivers flowing into it have been penetrated for miles by small ocean vessels. If this great northern route around Asia could be made usable it would greatly shorten the passage from the Atlantic to the Pacific. The Russian government favors an inland waterway development with an outlet thru the Kara Sea. Tho frozen for all but two months, this sea is only frozen near the borders and is free from icebergs. If ice conditions and weather could be broadcasted by radio, it is believed the Kara Sea route would be practicable for at least two months for the exportation of timber, grains, textile fibers, animal products, and minerals.

Not all of Siberia is the bleak, forbidding country so often featured in the stories of exiled prisoners. Southwestern Siberia is a great level, fertile farming region with a climate similar to that of North Dakota. One of the most significant recent developments there is dairying. In 1917 the Union of Siberian Creamery Associations exported butter valued at $27,000,000. The mountainous forested eastern part is rich in minerals, and famed for its fish and furs. Perhaps one-fourth of Siberia is adapted to economic development. At present its outstanding handicap is inaccessibility.

Ernst B. Filsinger. **Commercial Travelers' Guide to Latin America.** Second Revised Edition. Miscellaneous Series No. 89. 617 pp., 52 maps. 1926. $1.25.

Tho designed for travelers, the book is an invaluable help to the teacher using the "Journey Method" in teaching South America.

These publications may be secured from the Superintendent of Documents, Washington, D. C.

NEW RESEARCH BUREAU

The National Council of Geography Teachers have decided to establish a Research Bureau in Educational Geography in the office of its Secretary. It is the purpose of this Bureau to prepare a list of research studies that have been made and are in progress so that anyone planning to undertake a particular study may ascertain what has been done and what is being done by others. It is believed that such co-operative effort can be mutually helpful to all participating workers. No announcement of work in progress of investigation will be published without definite permission from the investigator. Your co-operation is essential to make the Bureau a success. Send any suggestions that will make the Bureau helpful. Send a report on your own investigations and tell us just what you would like to know about the research work being conducted by others.

1. What research investigations have you completed? Where were the results published?
2. What research investigation are you now conducting? When do you expect to have it completed? Where will it be published? May we publish a statement that the work is in progress or do you prefer to have no printed announcement made at present?
3. Send us the names and addresses of others who *may* be conducting research studies in educational geography. This notice may not come to their attention.

GEORGE J. MILLER, *Secretary*
State Teachers College,
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